School Improvement Report

Melrose Primary

2019-2020

Context of the School

Melrose Primary School is a non-denominational school situated in the Scottish Borders serving the town of Melrose, surrounding villages and rural areas. It is part of the Earlston cluster schools within the Earlston High School catchment area. There are eight primary schools and one secondary school within the cluster. Almost all children from Melrose Primary School transfer to Earlston High School for secondary education.

The principles of Curriculum for Excellence are at the heart of our planning and there is an emphasis on breadth, challenge and depth of learning. We recognise children as individuals and use our expertise to meet individual learner needs. We want our children to develop respect for themselves and to realise their importance and uniqueness in society, so that they grow into confident members of the communities in which they will live. A significant part of our programmes cover the teaching of core skills in literacy, numeracy and health and wellbeing which can then be transferred and applied in a range of contexts across other areas of the curriculum.

Melrose Early Learning and Childcare (ELC) provided for up to sixty 3 and 4 year olds.
The ELC environment is organised in a way that encourages children to play, learn and explore. Each area is carefully planned and includes various open-ended resources that encourage creative and critical thinking. Prior knowledge, curiosity and enquiry are used to constantly develop and resource the areas.

At Melrose Primary School the Scottish Attainment Challenge Pupil Equity Fund (PEF) has been used to assist the delivery of a cluster approach to raise attainment in numeracy and a school approach to delivering health and wellbeing support for identified learners.

Our partnerships are firmly based on our shared vision, values and aims which put the needs of all learners at the core of our partnership working. Engagement is regular and structured. We consistently involve parents and carers and encourage active engagement in their child's learning through:
o   Personal Learning Planning (PLP), reporting procedures including parent/carer teacher consultations, Pupil as a Learner and progress overview reports, open door policy, learners presenting learning at assemblies and open events.
These processes provide ongoing dialogue between teacher/learner/parent/carer about learning:
o   what is being taught, ways parents/carers can help, learner targets, evidence of learning and progress, pupil evaluation of learning, teacher feedback on progress and next steps in learning literacy, numeracy, health and wellbeing throughout the year other curricular areas, pupils and parent/carer feedback on learning, learner achievements

These processes support parents/carers to participate in, contribute to and understand their child's learning.

Feedback from surveys of parental views indicated strong and effective partnerships – data collected was analysed and acted upon, practice changed appropriately.

Review of Progress 2019-20

Priority for Improvement 1: Learning, teaching and assessment	
NIF Priority: Improvement in attainment particularly in Literacy and Numeracy **NIF Drivers:** School Improvement, School Leadership, Performance Information, Teacher Professionalism **SBC Framework:** Teaching, Learning and Assessment	**HGIOS 4? HGIOELC** **QI:** 1.1, 1.3, 2.3, 2.5, 2.7, 3.2

Progress including successful strategies
- 'Melrose Learning and Teaching Toolkit' was used for the second year, consolidating practitioners understand of the 10 criteria that are required for the provision of high quality learning and teaching
- ELC staff trained on more effective observation and feedback strategies
- ELC – work was done to help the learners begin to understand the wellbeing indicators at a developmentally appropriate level
- The tracking database was further updated to make it easier to track observed teacher performance over time
- Additional professional dialogue sessions and the class cover required to facilitate them, were planned. All class teachers were able to take part in one of two of these learning and teaching sessions
- INSET time was given at the start of the session to allow practitioners to evaluate the quality of their feedback with learners
- All staff took forward some professional learning linked to feedback which was discussed and monitored by the SLT during Pupil Progress and Planning meetings.
- 1 SLT observation and 1 Peer observation took place using the toolkit criteria as a basis for feedback and next steps

Due to school closures some additional strategies were planned adopted and developed to ensure continuity, consolidation and the progression of learning. These were not directly related to the initial plan but were necessary to ensure learning and teaching continued

- Parent/carer survey views collated and home learning provision plan of action was created
- Teachers were trained and supported to deliver a range of plugged and unplugged activities using the school website, GLOW and Microsoft Teams
- Home Learning Provision criteria were created and used to quality assure and further develop the home learning offer to all learners
- A Home Learning Provision feedback process was put into place to support teachers

PEF Progress information
Targeted Interventions:
Cluster Numeracy Intervention (CAP1) 108 learners
Cluster Health & Wellbeing Coaching for Equity and Excellence (CAP2) 80 learners.

Baseline measures
All CAP 1 learners completed a GL Assessment in Maths, Sep 2019. This provided a baseline measure for all learners, each school and the cluster. This also highlighted areas of development for individual learners which informed the content of the intervention.

Interventions delivered - CAP 1
3 x 15minute (weekly) 1:1 support focussing on individualised numeracy targets and delivered by a PSA
1 x 30minute (weekly) 1:1 support with summative assessment and focussed feedback and delivered by a PSA

Successes
Met with and shared the project with Christine Graham MSP – September 2019.
The project was promoted in Education Scotland's STEM bulletin – October 2019.
Met with Education Scotland as part of Earlston High School's HMIe inspection – October 2019.
All PSAs joined cluster staff for 3 INSET sessions delivered by La Salle Complete Maths – August 2019, November 2019 and February 2020.
Learning Rounds amongst the PSAs continued on from session 2018/19 – February 2020.
Partner Sessions established amongst the PSAs – October 2019 and March 2020.

Due to the outbreak of COVID-19, the end of year standardised assessment could not be completed in May 2020. However qualitative data for 2019-20 from PSAs, class teachers and learners is collated below.

Class Teacher data
100% of Teachers say the areas covered through the Intervention, supports the learners back in class.
79% of Teachers say the learners are now more confident in Numeracy.
68% of Teachers say the learners have made good progress in Numeracy.
79% of Teachers say the learners have improved their self-esteem.
53% of Teachers say the learners can draw upon strategies learned to support classwork.
34% of Teachers say the learners have an improved attitude to learning.
34% of Teachers say the learners are now more willing to receive support in class.

Class Teacher feedback:
'This system has reaped real benefits for the young people involved. The progress has been tangible throughout the year, with good liaison between myself (CT) and those delivering the intervention'
'(PSA) provides such a valuable intervention. She is always available to discuss pupil progress and next steps in line with classwork and is very aware of her role as a collaborative approach to the child's learning.'
'Our PEF support is doing a fantastic job and I feel that they consult with me regularly on the progress of the pupils and is very supportive if there is an area within Numeracy I would like them to focus on.'

Pupil Support Assistant data
100% of PSAs communicate pupil progress to colleagues (CT, PST, DHT, HT).
100& of PSA find their job rewarding.
90% of PSAs believe confidence has increased in most or all learners.
90% of PSAs believe learners most or all of the time enjoy coming out for their 1:1 sessions.
90% of PSAs have received positive feedback from a teacher regarding a CAP1 learner.

Pupil Support Assistant feedback:
'Children are more able to understand the language of maths. They are more able to know what is being asked and what processes to use. Children have achieved quicker recall of the tables they have been working on.'
'All pupils respond positively to encouragement and as shown by their attendance, they all love the learning environment and have flourished.'

Learner data
For every or most sessions:
100% of learners find the extra support they receive in the sessions a help back in the classroom.
98% of learners say they listen well to the adult they work with.
94% of learners find the activities and resources they use in their Numeracy sessions helpful.
85% of learners enjoy coming out of class to do their Numeracy work.
83% of learners find the level of challenge in their targets as 'just right'.
78% of learners share their learning with the class teacher each week.

Tasks not completed due to COVID-19
Parent open afternoons
End of year standardised assessment

Outcomes for learners
Due to school closures key measures that require valid and reliable learner input have not been facilitated. Limited evidence can be gathered from observational data however this information cannot be used to make valid judgements about the outcomes for learners. No operational decisions should be made from these.

- Learners at Melrose Primary demonstrate excellent attainment and outperform their local comparator schools
- School attainment is >90% for Numeracy, Reading, Writing, Listening and Talking
- There is better understanding and use of Learning Intentions and Success Criteria across P1-P7 classes
- Almost all learners are receiving improved feedback through a variety of classroom methods developed and individualised to class teachers and/or stage teams

Next Steps

- Continue to build upon the 2019/2020 SIP with a particular focus on establishing processes that develop a shared and research-based understanding of specific elements within the toolkit e.g. What are the features of excellent questioning? What are the key elements of effective feedback?
- Develop professional-reading informed prior-knowledge base to support dialogue/planning sessions
- Setup a robust measurement plan to ensure that learner outcome data is gathered throughout the year
- Continue to use quality assurance and feedback processes to support facilitation of the toolkit
- Facilitate learning and development opportunities required to support the 'Inspire' project

Priority for Improvement 2: Health and Wellbeing

NIF Priority: Improvement in children and young people's health and wellbeing **NIF Drivers:** School leadership, Parental Engagement **SBC Framework:**	**HGIOS 4? HGIOELC** **QI:** 2.1, 2.4, 2.5, 3.1

Progress including successful strategies

- Staff using an agreed cluster definition of wellbeing indicators
- Professional monitoring discussions were adapted to include key questions on Health and wellbeing with a focus on the wellbeing indicators
- All staff engaged in professional discussion with members of Scottish Borders Council Inclusion and Wellbeing team to further support the promotion and wellbeing of all learners
- Parents/carers views on their understanding of wellbeing indicators
  - 25% - knew what the wellbeing indicators were
  - 75% - did not know what the wellbeing indicators were
- Time given to further increasing staff knowledge and understanding of Restorative Approaches and professional discussion on implementation within school
- Professional development resource, Recognising and Realising Children's Rights, delivered to all staff
  - Raising awareness and developing knowledge and understanding of the United Nations Convention of the Rights of the Child
  - Self-evaluation of own practice and supporting improvement planning within school
- Delivery of Raising Children with Confidence to first cohort of parents/carers to support them to explore emotional well-being and how to best promote it in themselves and their children. All parents/carers were highly motivated and actively involved in their own learning and development.
- Whole school engagement in delivering Year 2 Building Resilience programme
- Professional learning at cluster level for LGBT training – cluster achieved Bronze award
- Parent/carer views sought on how well they felt the school demonstrated our vision and values in our day to day practice
  - 95% of parents/carers felt that the vison was demonstrated by most/almost all/all of the school
  - 96% of parents/carers felt that the values were demonstrated by most/almost all/all of the school
- Ongoing development of use of outdoor learning for Early Learning and Childcare which takes account of research linking benefits of outdoor learning with wellbeing.
  - Development of outdoor satellite setting for Early Learning and Childcare within school grounds

Due to COVID 19 areas within this Priority for Improvement have not been completed. Professional learning and development with staff, feedback from parents/carers and developing knowledge and understanding of learners has been undertaken however time to implement and measure the impact of these actions have not been evidenced at present.

PEF Progress Information

A coaching approach has been used to support the Health and Wellbeing of identified pupils within school. This has been carried out on a weekly basis and included pupils from across all levels.

What we did:

- Used the GROW model to structure the sessions
- Used a range of emotion work in the early years
- Used a variety of tools: inner critic, what's in your cup, growth mindset, success ladder
- Empowered children to set their own goals
- Listened and questioned to unlock inner thoughts
- Communicated with parents and consulted with members of staff
- Attended coaching meetings to engage in professional discussions and up-level coaching skills

Outcomes for learners
Due to school closures key measures that require valid and reliable learner input have not been facilitated. Limited evidence can be gathered from observational data however this information cannot be used to make valid judgements about the outcomes for learners. No operational decisions should be made from these

- Learners are beginning to demonstrate a deeper understanding of the wellbeing indicators and there is improved use of the indicators as an integral feature of school life
- Parents/carers who took part in family learning i.e. Raising children with confidence, Emerging Literacy information etc. provided feedback that the training would have a positive impact on their understanding of their child's learning and wellbeing.

PEF – Coaching approach
- Most children made improvements in all the health and well-being indicators
- Most children showed visible signs of positive behaviour in class, around the school or home
- Most goals were achieved
- Children were familiar with the process
- Some children used tools independently
- Most were able to express their emotions verbally or in written form using a journal
- Improved relationships in school and or at home

Next Steps

- Continue to develop pupil and parent/carer knowledge and understanding of wellbeing indicators.
- Continue to develop the use of Restorative Approach processes within school.
- Completion of Yr2 and delivery of Yr3 Building Resilience programme
- Delivery of Nurture programme – Scottish Borders Council initiative
- Return to school following COVID lockdown; there will be strong focus on the health and wellbeing of the whole school community
- Continue to deliver coaching approach to support the needs of identified pupils
- Outdoor satellite setting for Early Learning and Childcare being used on a daily basis

Key Improvement Priorities for 2020-2021

Evaluate the following QIs against the six point scale:

Excellent	this aspect of the school's work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remains some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Early Learning and Childcare self-evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement/ Securing children's progress	Good	Good
2.4 Personalised Support	Good	Very good
3.3 Creativity and Employability	Good	Good

Our capacity for continuous improvement is good.

Summary list the key priorities which will feature in your school improvement plan for 2020-21:

Learning, teaching and assessment
- Continue to build upon the 2019/2020 SIP with a particular focus on establishing processes that develop a shared and research-based understanding of specific elements within the toolkit
- Develop professional-reading informed prior-knowledge base to support dialogue/planning sessions
- Facilitate learning and development opportunities required to support the 'Inspire' project

Health and Wellbeing

- Return to school following COVID lockdown; there will be strong focus on the health and wellbeing of the whole school community
- Continue to deliver coaching approach to support the needs of identified pupils
- Further develop the use of Restorative Approach processes within school.
- Delivery of Nurture programme – Scottish Borders Council initiative
- Develop Outdoor satellite setting for Early Learning and Childcare